

Digital Destinations in History



2011 - 2012

**New York City Department of Education
Office of Educational Technology**

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ACKNOWLEDGMENTS

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SYLLABUS

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Public Schools (Dist 24) IS 5, PS 12, PS 14, PS 19, IS 61, IS 73, IS 77, IS 89, PS 91, IS 93, IS 125, PS 153, Grover Cleveland High School, Newtown High School, Queens Vocational High School

Public Schools (Dist 28) PS 30, PS 54, IS 72, IS 144, IS 157, IS 217, Queens Academy High School, Forest Hills High School, Jamaica High School

Non-Public Schools St. Raphael School, Resurrection Ascension School, Sacred Heart School, Razi School, St. John Lutheran School, Redeemer Lutheran School, Martin Luther High School, Al-Manoor School, St. Adalbert School, and St Nicholas of Tolentine School.



Location: All face-to-face workshops are held at 82-01 Rockaway Blvd, Room 201C.

All face-to-face workshops are mandatory.

All webinars are highly recommended but optional.

All webinars take place online via Skype.

All holiday institutes are highly recommended but optional.

Workshop	Venue	Date	Hours
Orientation - TerraClue, Wetoku & Skype	F2F	Sat. 10/15/11	9:00 - 1:00 pm
Enhancing SS Instruction for ELLs with Livescribe - Day 1	F2F	Tues. 11/19/11	8:30 - 1:00 pm
Webinar 1 - Advanced Blogging - "Bling Your Blog"	Online	Wed. 11/16/11	6:00 - 7:00 pm
Enhancing SS Instruction for ELLs with Livescribe - Day 2	F2F	Sat. 12/3/11	9:00 - 1:00 pm
Webinar 2 - Stimulating Writing through Graphic Novels	Online	Wed. 12/14/11	6:00 - 7:00 pm
SS Instruction through Livescribe with Google Maps - Day 3	F2F	Sat. 1/7/12	9:00 - 1:00 pm
Project-Based Learning - Planning Day	F2F	Sat. 1/28/12	9:00 - 1:00 pm
Webinar 3 - Creating Tutorials Online with Screenjelly	Online	Wed. 2/8/12	6:00 - 7:00 pm
Mid-Winter Break - iPad Institute for Teachers	F2F	2/20-22/12	9:00 - 1:00 pm
Mid-Winter Break - PBL 101 Institute	F2f	2/23-24/12	9:00 - 1:00 pm
Webinar 4 - Q&A Day	Online	Wed. 3/14/12	6:00 - 7:00 pm
Spring Break - Advanced PBL Institute	F2F	4/12 - 13/12	9:00 - 1:00 pm
Mini Share-Out	F2F	4/21/12	9:00 - 1:00 pm
Tech Fair	F2F	Sat. 6/9/12	9:00 - 1:00 pm

COURE DESCRIPTION

The Title IID “Digital Destinations in History” (DDIH) grant is an intensive professional development program that focuses on improving student achievement in ELA by integrating technology into the Social Studies curriculum. DDIH serves the goals of the Enhancing Education Through Technology theme, "Technology Infusion into Instruction through Professional Development", by empowering educators to engage students in interdisciplinary projects that develop writing, critical thinking and problem-solving skills and to train teachers to use technology as both an instructional tool for the Social Studies curriculum and to reinforce fundamental ELA skills.

FIELD EXPERIENCE

Each participant is required to (1) create products that are specifically designed to meet the diverse needs of students in their classrooms, (2) use those products with their students, (3) assess student understanding of content, (4) record evidence of student learning through photographs and video, (5) bring that evidence back to the learning community, (6) share both the evidence and their experience with the colleagues in the course, (7) reflect and record their findings in a blog, (8) turnkey their skills with teachers in their school communities.

PREREQUISITE

Participants from specific grant schools must be selected by their principals to attend this course.

CONCEPTUAL FRAMEWORK

Diversity: The Office of Educational Technology (Queens) OETQ is dedicated to reaching a diversity of learners through a wide variety of delivery methods, offering modality options and expanding access by reducing geographic and time barriers. By using a wide variety of content material, formats, and instructional strategies, participants learn to create and customize instructional experiences to meet the specific needs of their students.

Technology: Technology provides one of the most efficient means of engaging students, empowering teachers and providing content in the 21st century.

Field Relations: The OETQ Instructional Technology Specialists are highly qualified New York City public school K-12 teachers that can bring practical classroom management techniques, instructional technology methodologies and curriculum integration to make a difference in our classrooms.

COURSE GOALS

This course explores the use of technology to enhance English Language Arts instruction in Social Studies. The program aims to train teachers to use technology as both an instructional tool for the Social Studies curriculum and as a way to reinforce ELA skills.

COURSE FOCUS

The content and activities of this course provide the learner with the opportunity:

- * Develop an appreciation for technology as a tool to teach and learn.
- * Develop an understanding of and a commitment to serving diverse populations
- * Develop an understanding of the power of technology to differentiate instruction through students' learning modalities.
- * Develop an image of oneself as a learner, teacher and leader.

COURSE TEXTS THAT WILL BE SUPPLIED AND DISCUSSED

Session	Title	Author	Pub. Date.
Project Based Learning	PBL 101 Workbook	Buck Institute for Education	2011
	Other texts will be purchased based on teacher requests throughout the year.		

COURSE REQUIREMENTS

1	Participants must be active SS/ELA classroom teachers or Collaborative Team Teaching teachers in grant-specific public and non-public schools.
2	Participants must have principal approval to attend this course as a representative of the grant school.
3	Participants must attend sessions and complete all projects by the end of the course.
4	Participants must turnkey their training to their school community and inquiry team upon request.
5	If possible, participants should bring a school laptop to each session. Specific software will be provided.

CLASS ATTENDANCE and POLICIES

This course is cumulative, building on each skill as its foundation is created. Therefore, 100% attendance at all face-to-face sessions is mandatory.

1. KEYSTONE ASSIGNMENTS

Each participant will develop the technology teaching skills using the following:

- Project Based Learning- BIE Buck Institute for Education
- Blogging
- Livescribes & Pencasting
- Google Maps and TerraClues
- Graphic Novels
- Skype
- Wetoku

ACADEMIC INTEGRITY AND PLAGIARISM

Students are responsible for the honest completion and representation of their work, for appropriate citations of sources, and respect for others' academic endeavors.

SESSION DESCRIPTION, OBJECTIVES AND EXPECTATIONS

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session 1 Orientation</p> <hr/> <p>Saturday 10/15/11</p> <hr/> <p>9:00 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, room 201C</p> <hr/> <p>Face - to - Face</p> <hr/> <p>Attendance at this session is mandatory.</p>	<ul style="list-style-type: none"> ○ Grant Year 3 Goals ○ Responsibilities ○ Dates ○ “I have Read Statement” ○ Student pre & post- evaluations ○ Student Photo Consent form ○ Teacher Pre-Assessment ○ Teacher RFP <hr/> <p style="text-align: center;">Project-Based Learning REVIEW Components & Calendar</p> <hr/> <p><u>New Tools</u></p> <ul style="list-style-type: none"> ○ TerraClues ○ Go to Meeting Webinars 	<p>Understand the goals of the grant in Year 3.</p> <hr/> <p>Understand the Lead Teacher’s role in Year 3.</p> <hr/> <p>Review syllabus for dates & expectations.</p> <hr/> <p>Sign the “I have Read It” Statement.</p> <hr/> <p>Complete the teacher pre-evaluation survey online.</p> <hr/> <p>Complete the teacher RFP for equipment wish list and submit.</p> <hr/> <p>Review of PBL Components and Planning Calendar</p> <hr/> <p>Learn how to use three new tools to enhance classroom SS instruction.</p> <hr/> <p>Locate resources for tutorials on new tools.</p> <hr/> <p>Create a Skype account in class.</p>	<p>With Students (1) Administer the student pre-evaluation survey online or on paper with one class. Submit online or bring hard copies to next session.</p> <hr/> <p>With Students (2) Collect signed photo consent forms for each student. Bring all to next session.</p> <hr/> <p>Teacher Only (1) Create one TerraClue based on a Google map created last year, or on new research.</p> <hr/> <p>With Students (3) Administer one Terra Clue with students. Bring feedback to next session.</p> <hr/> <p>Teacher Only (2) Bring your teacher- created Wetoku interview embedded on your class blog for discussion & feedback.</p> <hr/> <p>Teacher Only (3) Create a Skype account and invite other teachers in your school to participate.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session 2 Enhancing Social Studies Instruction for ELLs and SpEd with Livescribe</p> <hr/> <p>Day One Out-of-the-Box</p> <hr/> <p>Tuesday 11/8/11</p> <hr/> <p>8:30 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, room 201C</p> <hr/> <p>Face - to - Face</p> <hr/> <p>Attendance at this session is Mandatory</p>	<p>Project-Based Learning REVIEW “Creating Exemplary Entry Events”</p> <hr/> <p>Review Tools</p> <ul style="list-style-type: none"> ○ TerraClue ○ Wetoku ○ Skype <hr/> <p>Explore New Tool</p> <ul style="list-style-type: none"> ○ Livescribe <hr/> <p>Content & Standards</p> <ul style="list-style-type: none"> ○ SS Scope & Sequence ○ Common Core Standards <hr/> <p>Target Specific Populations</p> <ul style="list-style-type: none"> ○ ELL & SpEd <hr/> <ul style="list-style-type: none"> • Out of the box training • Administrative/Instructional Use • Installing Livescribe Desktop • Parts of Smartpen • Paper • Create a recording based on social studies curriculum. • Assignment: Bring 10 words that correlate with your SS topic. Type and print the words out using the template. 	<p>Review all PBL components, focusing on creating exciting entry events that stimulate students to choose a topic and begin research.</p> <hr/> <p>Provide feedback on implementation of TerraClues, Wetoku and Skype in your classroom.</p> <hr/> <p>Learn Livescribe Basics</p> <ul style="list-style-type: none"> * Configuring * Orienting * Setting time/date * Paper Replay Basics * Recording Voice * Lecture Notes * Meeting Notes * Drawings * NavPlus Basics <hr/> <p>Discuss Best Practices</p> <hr/> <p>Create a SS lesson using Livescribe.</p> <hr/> <p>Discuss & develop strategies for reaching ELLs and SpEd students through pencasts.</p> <hr/> <p>Discuss strategies to turnkey training to specific teachers in your school.</p>	<p>With Students (1) Continue using Terra Clues and Wetoku with your students.</p> <hr/> <p>With Students (2) Be sure to embed their TerraClue & Wetoku products on your class blog.</p> <hr/> <p>With Students (3) Use your SS Livescribe with your students. Be sure to take note of any classroom management issues that arise.</p> <hr/> <p>Teacher Only (1) Embed pencasts on your class blog.</p> <hr/> <p>Teacher Only (2) Bring feedback to next session.</p> <hr/> <p>With School Team Identify at least two teachers you would like to mentor this year. Bring specific information on these teachers to next session.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Webinar #1</p> <p>Advanced Blogging “Bling Your Blog”</p> <hr/> <p>Wednesday 11/16/11</p> <hr/> <p>6:00 - 7:00 pm</p> <hr/> <p>Online</p> <hr/> <p>Attendance is highly recommended but Optional.</p>	<ul style="list-style-type: none"> ○ Writing for Blogs ○ Blogging basics ○ Exemplary blogs ○ RSS Feeds ○ Cluster maps ○ Babble Fish ○ Other applications in Education ○ Using Blogs with ELLs and SpEd students ○ Using Blogs to Collaborate with Other Teachers 	<p>Review blogging basics</p> <hr/> <p>Examine exemplary blogs</p> <hr/> <p>Explore RSS feeds</p> <hr/> <p>Embed an RSS feed on the class blog</p> <hr/> <p>Discuss RSS feeds application with ELLs & SpEd students.</p> <hr/> <p>Discuss how to effectively use blogs with other faculty members.</p>	<p>Teacher Only (1) “Jazz Up” your blog with RSS feeds and other “bling”</p> <hr/> <p>With Students (1) Show your new blog to your students and solicit comments.</p> <hr/> <p>With Students (2) Review how to write on a blog.</p> <hr/> <p>Teacher Only (2) Bring feedback for next session.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session 3</p> <p>Enhancing Social Studies Instruction for ELLs and SpEds with Livescribe</p> <hr/> <p>Day Two Livescribe & Your Students</p> <hr/> <p>Saturday 12/3/11</p> <hr/> <p>9:00 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, room 201C</p> <hr/> <p>Face - to - Face</p> <hr/> <p>Attendance at this session is mandatory.</p>	<p>Project-Based Learning “Authentic Experts”</p> <hr/> <p>Feedback on Teacher Practice with Livescribe</p> <hr/> <p>Working with groups using multiple pens.</p> <hr/> <ul style="list-style-type: none"> • Pencasting • Uploading to Livescribe • Embedding pencast onto your blog • Creating a pencast • Uploading to Livescribe • Embedding to personal blog • Livescribe Applications • Social Studies Interactive Word Wall • Creating Google Map to use with Livescribe pen 	<p>Review PBL basics focusing on identifying and recruiting an authentic expert for student research and presentations.</p> <hr/> <p>Review using Skype for interviews with authentic experts.</p> <hr/> <p>Develop classroom strategies in forming groups using Livescribe pens.</p> <hr/> <p>Design one PBL project, matched to Scope & Sequence that uses Livescribe as a tool for student work.</p> <hr/>	<p>Teacher Only (1) Become comfortable using your Livescribe. Record interviews.</p> <hr/> <p>With Students (1) Introduce Livescribes to your students.</p> <hr/> <p>With Students (2) Complete your PBL lesson using Livescribe and use with your students.</p> <hr/>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Webinar #2 “Stimulating Writing for Social Studies Instruction for ELLS & SpEd through Graphic Novels</p> <hr/> <p>Wednesday 12/14/11</p> <hr/> <p>6:00 - 7:00 pm</p> <hr/> <p>Online</p> <hr/> <p>Highly Recommended but Optional</p>	<ul style="list-style-type: none"> ○ Non-fiction writing for graphic novels ○ Comic Life ○ Organizing writing using Storyboarding ○ Writing for Blogs ○ Youblisher.com 	<p>Review Comic Life basics.</p> <hr/> <p>Review storyboarding for non-fiction writing.</p> <hr/> <p>Examine exemplary blogs for best practices using Graphic Novels.</p> <hr/> <p>Review using Youblisher.com to embed graphic novels on your class blog.</p>	<p>With Students (1) Introduce Comic Life features to your new students.</p> <hr/> <p>With Students (2) Review storyboarding techniques.</p> <hr/> <p>Teacher Only (1) Model how to create a graphic novel with your students.</p> <hr/> <p>With Students (3) Have your students create their own graphic novels using Comic Life.</p> <hr/> <p>Teacher Only (2) Embed at least one new student-created graphic novel on your blog using youblisher.com.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session 4 Enhancing SS Instruction for ELLs and SpEd with Livescribe</p> <hr/> <p>Day Three Advanced Livescribe Projects</p> <hr/> <p>Saturday 1/7/11</p> <hr/> <p>9:00 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, room 201C</p> <hr/> <p>Face - 2 - Face</p> <hr/> <p>Attendance in this session is mandatory.</p>	<p>Project-Based Learning</p> <hr/> <p>Feedback on Classroom use of Skype</p> <hr/> <p>Livescribe</p> <ul style="list-style-type: none"> • Creating a Google Map and audio book • Turning historical fiction writing into an audio book • Digitizing your book to embed onto the blog 	<p>Review PBL basics</p> <hr/> <p>Discuss experiences using Skype with their students.</p> <hr/> <p>Review Livescribe basics</p> <hr/> <p>Learn how to create a Google map and audio book</p> <hr/> <p>Learn how to take their students' writing and turn into an audio book</p> <hr/> <p>Embedding student work on the class blog.</p>	<p>With Students Create a Google map and add Livescribe points with narratives.</p> <hr/> <p>Teacher Only (1) Continue practicing with your Livescribe.</p> <hr/> <p>Teacher Only (2) Bring feedback to next session.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session 5 Project-Based Learning Planning Day</p> <hr/> <p>Saturday 1/28/11</p> <hr/> <p>9:00 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, room 201C</p> <hr/> <p>Face - 2 - Face</p> <hr/> <p>Attendance in this session is mandatory.</p>	<p>“What’s Working in My Classroom?”</p> <p>Designing PBL Projects to Implement this Spring</p> <p>Creating Our Best Work for the Tech Fair</p>	<p>Review PBL</p> <hr/> <p>Create projects based on the SS Scope & Sequence.</p> <hr/> <p>Design on topics for the Tech Fair</p> <hr/> <p>Receive support from colleagues and staff developers</p> <hr/> <p>Provide encouragement to colleagues</p>	<p>Teachers Only (1) Post your calendars and project walls in your classroom.</p> <hr/> <p>Teachers Only (2) Embed Glogster et al on your class blog.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Webinar #3</p> <p>“Creating Online Tutorials with Screenjelly”</p> <hr/> <p>Wednesday 2/8/11</p> <hr/> <p>6:00 - 7:00 pm</p> <hr/> <p>Online</p> <hr/> <p>Highly Recommended but Optional</p>	Screenjelly	<p>Create a Screenjelly account</p> <hr/> <p>Create a first tutorial using Screenjelly.</p> <hr/> <p>Embed on a blog.</p> <hr/> <p>Post feedback</p>	<p>Teacher Only (1) Practice, practice, practice. Don’t worry about how your voice sounds.</p> <hr/> <p>With Students (1) Use your Screenjelly with your students.</p> <hr/> <p>With Students (2) Embed a Screenjelly on your blog.</p> <hr/> <p>Teacher Only (2) Bring feedback to next session.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session #8 Mid-Winter Break 1</p> <p>“iPad Institute for Teachers” (3 days)</p> <hr/> <p>Monday to Wednesday 2/20 – 22/2012</p> <hr/> <p>9:00 – 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, Rm 201C Queens, NY</p> <hr/> <p>Face-to-Face</p> <hr/> <p>Highly Recommended but Optional</p> <p>Note: This workshop is limited to 15 teachers.</p>	<p>Day One Out of the Box iPad Training</p> <hr/> <p>Day Two Using an App to Teach Literacy</p> <hr/> <p>Day Three Exploring Apps for Ells & SpEd</p> <p>Designing a Social Studies Lesson using an App</p>	<p>Receive an iPad 2</p> <hr/> <p>Learn the functions of an iPad: * Home & Sleep button * Microphone * Headphone jack * Mute & Volume * Speakers * Doc input settings * WiFi set-up * Password Protect * Email Account Set-up * Calendar * Native Apps * Notes * Safari * Creating folders * Orientation * Multitasking * Closing an App</p> <hr/> <p>Using an App to Write: * Personal Narratives * Digital Letters * Haiku * Poems * Nursery Rhymes * Digital Essays</p> <hr/> <p>Explore Specific Apps</p> <hr/> <p>Write a SS Lesson using an App, aligned to Common Core Standards</p>	<p>Teacher Only (1) Practice using your iPad, creating email accounts and setting up WiFi for the workshop and your school.</p> <hr/> <p>With Students (1) Use one of the appivities with your students and embed on the class blog.</p> <hr/> <p>Teacher Only (2) Add apps to the DDIH wikispace.</p> <hr/> <p>Teacher Only (3) Upload your apptivity to the DDIH wikispace.</p> <hr/> <p>Teacher Only (4) Bring feedback to the next session.</p> <hr/> <p>Teacher Only (5) Share your experience with your fellow faculty and administration.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session #7 Mid-Winter Break 2</p> <hr/> <p>PBL 101 Institute</p> <hr/> <p>Thursday & Friday 2/23 - 24/2012</p> <hr/> <p>9:00 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, Room 201C Queens, NY</p> <hr/> <p>Face-to-Face</p> <hr/> <p>Highly Recommended but Optional</p>	<p>Essential PBL Elements</p> <hr/> <p>Project Design * Essential Checklist * Design Checklist</p> <hr/> <p>Culminating Product</p> <hr/> <p>Tools Showcase</p> <hr/> <p>Project Wall</p> <hr/> <p>Project Calendar</p> <hr/> <p>Exemplary Entry Events</p> <hr/> <p>Authentic Experts</p>	<p>Learn new PBL protocol</p> <hr/> <p>Design a PBL project based on their student population and Social Studies topic.</p> <hr/> <p>Develop resources to assist implementation in the classroom.</p>	<p>Teachers Only (1) Review your PBL project created in this workshop.</p> <hr/> <p>With Students (1) Use your PBL project with your students.</p> <hr/> <p>Teachers Only (2) Bring feedback to the next session.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Webinar #4 Question & Answer Day</p> <hr/> <p>Wednesday 3/14/12</p> <hr/> <p>6:00 - 7:00 pm</p> <hr/> <p>Online</p> <hr/> <p>Highly Recommended but Optional</p>	<p>Specific Topics could include:</p> <ul style="list-style-type: none"> • Wetoku • Livescribes • Skype • Comic Life • Screenjelly • PBL 	<p>Suggest areas they wish to review.</p> <p>Provide support to group.</p>	<p>To be Determined by participants</p>

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
Session #8 Spring Break Advanced PBL Institute Thursday & Friday 4/12 - 13/2012 9:00 - 1:00 pm 8201 Rockaway Blvd, Room 201C Queens, NY Face-to-Face Highly Recommended but Optional	Essential Elements of PBL Project Planning Project Design Self-Assessment Project Essentials Checklist Project Design Check List Gallery Walk Reflection	Review all basics of PBL Develop advanced project planning techniques. Examine project design in-depth Create a PBL project with checklist Review colleagues' work and build collaborative resources Becoming a reflective learner.	Teacher Only (1) Reflect on project created in workshop With Students (1) Implement project with students. With Students (2) Embed products of projects onto the class blog.

Sessions	Topics	Lead Teachers will:	Follow-Up due Next Session
<p>Session #9 Mini-Share-Out</p> <hr/> <p>Saturday 4/21/2012</p> <hr/> <p>9:00 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, Room 201C Queens, NY</p> <hr/> <p>Attendance at this session is Mandatory</p>	<p>PBL Project Review</p> <hr/> <p>Presentations of “Best of the Best” of Student-Created PBL Projects</p> <hr/> <p>Collaborative Exploration</p>	<p>Bring examples of the best PBL projects created by their students to this workshop.</p> <hr/> <p>Present these projects to the DDIH community for feedback.</p> <hr/> <p>Select one PBL project to present at the Tech Fair with students.</p> <hr/> <p>Review all resources needed for the Tech Fair.</p> <hr/> <p>Complete all final touches.</p>	<p>Teachers Only (1) Review all student projects</p> <hr/> <p>With Students (1) Working with students chosen to have the best PBL project in their class, teachers will assign roles, set times to present, obtain all parental slips, and complete any final preparation for the Tech Fair.</p>

Sessions	Topics	Lead Teachers will:	Follow-Up
<p>Session #10 TECH FAIR</p> <hr/> <p>Saturday 6/9/2012</p> <hr/> <p>9:00 - 1:00 pm</p> <hr/> <p>8201 Rockaway Blvd, Room 201C Queens, NY</p> <p>Face-to-Face Attendance at the TECH Fair is Mandatory</p>	<p>“The Best of Our Best” PBL Projects”</p>	<p>Bring a group of students who have completed a PBL project.</p> <hr/> <p>Provide support as these students present.</p>	<p>Turnkey training next year</p>

STANDARDS ADDRESSED

Common Core Standards in Literacy

Pre-K-2	Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2)
3-8	Written analysis of informational texts (Reading Informational Texts Standards 1 and 10) or Written opinion or argument based on a an analysis of Informational texts (Reading Informational Texts Standards 1 and 10; Writing Standard 1)
9-12	Written opinion or argument based on an analysis of Informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1)

NYS Social Studies Standards

NYS SS	Standard 1	History of the US and NY – use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, development and turning points in the history of the United States and New York.
NYS SS	Standard 2	World History – use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, development and turning points in world history and examine the board sweep of history from a variety of perspectives.
NYS SS	Standard 3	Geography – use a variety of intellectual skills to demonstrate understanding to include distribution of people, places and environments over the Earth’s surface.
NYS SS	Standard 5	Civics – use a variety of intellectual skills to demonstrate understanding of governments, US systems and other nations, the US Constitution and basic civic values of American constitutional democracy and the roles, rights and responsibilities of citizenship.

Teacher Effectiveness Domains

1e	Designing coherent Instruction
2b	Establishing a Culture for Learning
3b	Questioning and Discussion
3c	Engaging Students in Learning
3d	Using Assessment in Instruction

ISTE

NETS for Students	NETS for Teachers
<ul style="list-style-type: none"> • Demonstrate creativity and innovation • Communicate and collaborate • Conduct research and use information • Think critically, solve problems, and make decisions • Use technology effectively and productively 	<ul style="list-style-type: none"> • Facilitate and Inspire Student Learning and Creativity • Design and develop digital age learning experiences and assessments • Model digital age work and learning • Engage in professional growth and leadership

New York City Social Studies Scope and Sequence
Grades 3-8 and Global History and Geography

New York City Social Studies Scope and Sequence			
Grade	Month(s)	Unit	Essential Question
3	September – October	Introduction to World Geography and World Communities	What are the important features of communities throughout the world?
3	November - June	Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia	How do culture, history, geography, people, and government shape the development of a community?
Grade	Month(s)	Unit	Essential Question
4	September – Mid-October	Native Americans: First Inhabitants of New York State	How did Native Americans influence the development of New York?
4	Mid-October – November	Three Worlds Meet	How did three diverse cultures interact and affect each other?
4	December – January	Colonial and Revolutionary Periods	How did the American Revolution affect lives in New York?
4	February – Mid-March	The New Nation	What does it mean to be free?
4	Mid-March – April	Growth and Expansion	What was the effect of industrial growth and increased immigration on New York?
4	May – June	Local and State Government	What is the relationship between governments and individuals?

New York City Social Studies Scope and Sequence			
Grade	Month(s)	Unit	Essential Question
5	September – October	Geography and Early Peoples of the Western Hemisphere	How did geography influence the development of the Western Hemisphere?
5	November	The United States	How do geography, economics, people, and key events connect to shape a nation?
5	December – Mid-February	Latin America	How do geography, economics, people, and key events connect to shape a region?
5	Mid-February – April	Canada	How do geography, economics, people, and key events connect to shape a nation?
5	May – June	Western Hemisphere Today	How do nations meet the challenges of modern living?

New York City Social Studies Scope and Sequence			
Grade	Month(s)	Unit	Essential Question
6	September – October	Geography and Early Peoples of the Eastern Hemisphere	How did geography influence the development of the Eastern Hemisphere?
6	November – December	Middle East	How do geography, economics, people, and key events connect to shape a continent?
6	January – February	Africa	How do geography, economics, people, and key events connect to shape a continent?
6	March - April	Asia	How do geography, economics, people, and key events connect to shape a continent?
6	May – June	Europe	How do geography, economics, people, and key events connect to shape a region?

New York City Social Studies Scope and Sequence			
Grade	Month(s)	Unit	Essential Question
7	September	Early Encounters: Native Americans and Explorers	What was the impact of European exploration on the Americas' land and people?
7	October – November	Colonial America and The American Revolution	How did the development of the colonies lead to rebellion?
7	December – January	A New Nation	How did the new nation respond to independence?
7	February – March	A Nation Grows	What were the causes and effects of national growth?
7	April – June	Civil War and Reconstruction	How do issues of power, wealth and morality influence war?

New York City Social Studies Scope and Sequence			
Grade	Month(s)	Unit	Essential Question
8	September – October	An Industrial Society	How did industrialization and immigration change the face of American life?
8	November	The Progressive Movement	How do people effect change and reform?
8	December – January	The United States as an Expansionist Nation	How does a nation balance its own needs with the needs of the world?
8	January – Mid-February	The United States Between Wars	How does a nation respond to economic changes?
8	Mid-February – March	The United States Assumes Worldwide Responsibilities	How do competing views of power and morality lead to global

			conflict?
8	April – June	From World War II to the Present: The Changing Nature of the American People	How has America reacted to the challenges of the modern world?

Global History and Geography	
Unit	Essential Questions
<p>Unit 1: Ancient World: Civilizations and Religions (4000 BC – 500 AD)</p> <p>Early Peoples</p> <p><i>Neolithic Revolution and Early River Civilizations.</i></p> <p>Classical Civilizations</p> <p><i>The Rise and Fall of Great Empires</i></p> <p><i>The Emergence and Spread of Belief Systems.</i></p>	<ul style="list-style-type: none"> • How do the movements of people and ideas (cultural diffusion) affect world history? • How does technological change affect people, places and regions? • What defines a turning point? • To what extent is life a constant struggle between continuity and change? • Why do civilizations rise and fall? • After it falls, what impact does a civilization have on history? • How do physical and human geography affect people, places and regions? • Are conflicts between nations and/or people inevitable? • Do belief systems unite or divide people? • How do movements of people and ideas affect people, places and regions?

<p>Unit 2: Expanding Zones of Exchange and Encounter (500 – 1200)</p> <p><i>Gupta Empire (320-550 AD)</i></p> <p><i>Tang and Song Dynasty (618-1126 AD)</i></p> <p><i>Byzantine Empire (330-1453 AD)</i></p> <p><i>Early Russia</i></p> <p><i>The Spread of Islam to Europe, Asia and Africa</i></p> <p><i>Medieval Europe (500-1400)</i></p> <p><i>Crusade</i></p>	<ul style="list-style-type: none"> • Why do civilization rise and fall? • After it falls, what impact does a civilization have on history? • Do belief systems unite or divide people? • How do physical and human geography affect people, places and regions? • What impact do regional and global trade networks have on world cultures? • To what extent is life a struggle between continuity and change? • How do movements of people and ideas affect people, places and regions? • How are the concepts of time and place vital to the understanding of history? • How are economic systems structured to meet the needs and wants of different societies? • What assumptions do different groups hold about power, authority, governance and law? • How does the individual influence world events? • Are conflicts between nations and/or people inevitable?
<p>Unit 3: Global Interactions (1200 – 1650)</p> <p><i>Early Japanese History and Feudalism</i></p> <p><i>The Rise and Fall of the Mongols and Their Impact on Eurasia.</i></p> <p><i>Global Trade and Interaction</i></p> <p><i>Rise and Fall of African Civilizations: Ghana, Mali, Axum, and Songhai empires</i></p>	<ul style="list-style-type: none"> • How do physical and human geography affect people, places and regions? • How do movements of people and ideas affect people, places and regions? • To what extent is life a struggle between continuity and change? • Why do civilization rise and fall? • After it falls, what impact does a civilization have on history? • How does the individual influence world events? • What impact do regional and global trade networks have on world cultures?

<p><i>Social, Economic and Political Impacts of the Plague on Eurasia and Africa</i></p> <p><i>Renaissance and Counter Reformation.</i></p> <p><i>The Rise and Impact of European Nation-States and the Decline of Feudalism</i></p>	<ul style="list-style-type: none"> • How are economic systems structured to meet the needs and wants of different societies? • How do the movements of people and ideas (cultural diffusion) affect world history? • To what extent do the concepts of justice and human rights differ across time and place? • How does technological change affect people, places and regions? • Are conflicts between nations and/or people inevitable? • Do belief systems unite or divide people? • What assumptions do different groups hold about power, authority, governance and law?
<p>Unit 4: The First Global Age (1450-1770)</p> <p>The Ming Dynasty (1368-1644)</p> <p><i>The Impact of the Ottoman Empire on the Middle East and Europe</i></p> <p><i>Spain and Portugal on the eve of the encounter</i></p> <p><i>The Rise of Mesoamerican Empires: Aztecs and Incan Empires Before 1500</i></p> <p><i>The Encounter between Europeans and the Peoples of Africa, the Americas, and Asia</i></p> <p><i>Political Ideologies: Global Absolutism</i></p> <p><i>The Response to Absolutism: The Rise of Parliamentary Democracy in England</i></p>	<ul style="list-style-type: none"> • How do physical and human geography affect people, places and regions? • What impact do regional and global trade networks have on world cultures? • How does the individual influence world events? • What defines a turning point? • Why do civilization rise and fall? • Are conflicts between nations and/or people inevitable? • What assumptions do different groups hold about power, authority, governance and law? • How does technological change affect people, places and regions? • After it falls, what impact does a civilization have on history? • How do the movements of people and ideas (cultural diffusion) affect world history? • How are economic systems structured to meet the needs and wants of different societies? • To what extent do the concepts of justice and human rights differ across time and place?

<p>Unit 5: An Age of Revolution (1750-1914)</p> <p><i>The Scientific Revolution</i></p> <p><i>The Enlightenment in Europe</i></p> <p><i>Political Revolutions</i></p> <p><i>The Reaction Against Revolutionary Ideas</i></p> <p><i>Latin America: The Failure of Democracy and the Search for Stability</i></p> <p><i>Global Nationalism</i></p> <p><i>Economic and Social Revolutions</i></p> <p><i>Imperialism</i></p>	<ul style="list-style-type: none"> • What defines a turning point? • How does technological change affect people, places and regions? • What assumptions do different groups hold about power, authority, governance and law? • How does the individual influence world events? • Does on-going scholarship change our worldview? • To what extent is life a struggle between continuity and change? • How do physical and human geography affect people, places and regions? • To what extent do the concepts of justice and human rights differ across time and place? • Are conflicts between nations and/or people inevitable? • Do belief systems unite or divide people? • Why do civilization rise and fall? • How are economic systems structured to meet the needs and wants of different societies? • What impact do regional and global trade networks have on world cultures?
<p>Unit 6: A Half Century of Crisis and Achievement (1900- 1945)</p> <p><i>World War I</i></p> <p><i>Revolution and Change in Russia – Causes and Impacts</i></p> <p><i>Between the Wars</i></p> <p><i>World War II – Causes and Impact</i></p>	<ul style="list-style-type: none"> • How do physical and human geography affect people, places and regions? • Are conflicts between nations and/or people inevitable? • What defines a turning point? • How does technological change affect people, places and regions? • What assumptions do different groups hold about power, authority, governance and law? • How does the individual influence world events? • How do physical and human geography affect people, places and regions?

	<ul style="list-style-type: none"> • How are economic systems structured to meet the needs and wants of different societies? • To what extent do the concepts of justice and human rights differ across time and place?
Unit 7: the 20th Century Since 1945 <i>Cold War Balance of Power</i> <i>Role of the United Nations</i> <i>Economic Issues in the Cold War and Post –Cold War era</i> <i>Chinese Communist Revolution</i> <i>Collapse of European imperialism</i> <i>Conflicts and Change in the Middle East</i> <i>Collapse of Communism and the Breakup of the Soviet Union</i> <i>Political and Economic Change in Latin America</i>	<ul style="list-style-type: none"> • How does technological change affect people, places and regions? • What assumptions do different groups hold about power, authority, governance and law? • How do physical and human geography affect people, places and regions? • To what extent do the concepts of justice and human rights differ across time and place? • Are conflicts between nations and/or people inevitable? • How are economic systems structured to meet the needs and wants of different societies? • What impact do regional and global trade networks have on world cultures? • What defines a turning point? • How does the individual influence world events? • Do belief systems unite or divide people? • After it falls, what impact does a civilization have on history? • To what extent is life a struggle between continuity and change? • How are economic systems structured to meet the needs and wants of different societies? • How do the movements of people and ideas (cultural diffusion) affect world history?
Unit 8: Global Connections and Interactions <i>Social and Political Patterns and Change</i>	<ul style="list-style-type: none"> • How do physical and human geography affect people, places and regions? • How do the movements of people and ideas (cultural diffusion) affect world history? • To what extent is life a struggle between continuity and

<p><i>Economic Issues</i></p> <p><i>The Environment and Sustainability</i></p> <p><i>Science and Technology</i></p>	<p>change?</p> <ul style="list-style-type: none"> • How does technological change affect people, places and regions? • How are economic systems structured to meet the needs and wants of different societies? • What impact do regional and global trade networks have on world cultures?
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